THE EFFECTIVENESS OF TEACHING POETRY WRITING USING KINETIC SHORT FILMS BY PUTRI TANJUNG IN GRADE X AT SMK PUI GEGESIK FOR THE ACADEMIC YEAR 2023/2024

Siti Nurindah[1*], Irfan Efendi[2], Khoirul Fajri[3]
[1-3]STKIP NU Indramayu
E-mail: [1)] sitinurindah844@gmail.com, [2)] pbsi.stkipnu.indramayu@gmail.com

Abstract

This study aims to determine the effectiveness of learning to write poetry using short film media Kinetik by Putri Tanjung in class X SMK PUI Gegesik. This type of research is Experimental Research using Quasi experimental design. The population in this study was class X SMK PUI Gegesik. The sample in this study were students of class X DKV 1 as an experimental class consisting of 32 students and class X DKV 3 as a control class consisting of 32 students. Data collected by written test technique, namely pre-test and post-test. It was shown that media of kinetic short film is used effectively in learning to write free poetry because of the significant difference between the control class and the experimental class; namely, learners who used Kinetic short film media with those who did not use it. It can be seen based on the t-test results of the Pre-test and post-test scores in the control class and experimental class conducted with the help of the SPSS program. The result of statistical calculation using t test of two independent samples (independent sample t test). The obtained statistic is 4.075, with t table: 1.670. Thus, t statistic > t table (4.075 > 1.670).

Keywords: *Effectiveness, Poetry Writing, Kinetic Short Film Media*

1. INTRODUCTION

Writing poetry is an important Indonesian language lesson for learners (Aulia & Gumilar, 2021). Writing poetry can make learners write beautiful words to practice their writing skills (Hakim, 2019). Poetry writing lessons are not only to recognize the theory, characteristics and reading of poetry, but learners are also expected to be able to create poetry through their experiences or through movies that are converted into written form (Ratna, 2022). Based on observations during PLP at SMK PUI Gegesik, it can be concluded that the motivation of students in writing poetry at SMK PUI Gegesik is now very lacking, seen from the difficulty of finding representatives from schools to take part in poetry competitions either between classes or between schools.

Of the 301 students in class X, only 18 people registered as representatives, meaning that there were only 6% of 100% of class X students who felt able to participate in poetry writing activities while 94% of students who did not participate they found it difficult to write poetry. According to them, writing poetry is very difficult, students find it difficult to make a poem because they feel confused in choosing the right diction in making poetry (Ginanjar & Kharisma, 2022). Learning to write poetry using short film media is expected to be able to make students more effective and motivated in writing poetry. By watching short films, students will listen to what they hear and see, then imagine so that they can pour it into writing (Munadi, 2019).

The author expects the short film Kinetik to be an inspiration and motivation for students at SMK PUI Gegegsik. This short film is used as a medium for learning to write poetry so that students have the motivation to write. Learners are expected to be able to write poetry with the theme "moving for change" after watching the short film Kinetik. The author conducts research on the effectiveness of learning to write poetry with the Kinetik short film media by Putri Tanjung in Class X at SMK PUI Gegegsik to provide stimulation so that the spirit of writing arises for students at SMK PUI Gegegsik in the 2023/2024 academic year.

Movie media for poetry writing lessons can be assumed to be more effective than conventional methods. Therefore, the author conducts research to find out how effective the film media is for learning to write poetry, with the title effectiveness of learning to write poetry using the Kinetik short film media by Putri Tanjung in Class X at SMK PUI Gegegsik (Mayer & Fiorella, 2014).

Based on the background above, it can be identified that students lack motivation in writing poetry and students find it difficult to write poetry. In order that the discussion in this study does not expand, it is necessary to limit the problems so that this research becomes more focused and can be studied more deeply and can facilitate the discussion so that the research objectives can be achieved (Hanafy, 2014). The problem limitation in this study is about short film learning media that can facilitate students in learning to write poetry (Rahmawati & Partana, 2019). Therefore, the researcher focuses on the effectiveness of writing poetry using the Kinetik short film media by Putri Tanjung in class X SMK PUI Gegesik in the 2023/2024 academic year (Octavia, 2020).

Based on the formulation of the problem above, the research objective is to find out the effectiveness of learning to write poetry using the short film media Kinetik by Putri Tanjung in class X SMK PUI Gegegsik School Year 2023/2024. Then based on the background above, various problems arise. The problems that arise are how is the effectiveness of learning to write poetry with the media of the short film Kinetik by Putri Tanjung in class X SMK PUI Gegegsik in the 2023/2024 academic year?

2. LITERATURE REVIEW

2.1. Media

Media is any tool that can be used as a channel for messages to achieve teaching goals (Arsyad, 2014). Learning media in the teaching and learning process can arouse new desires and interests, arouse motivation and stimulation of learning activities, and even have psychological effects on students. Media is any form and channel used to convey messages or information, in the context of media education is a tool used to channel messages or materials in learning (Arsyad, 2002).

2.2. Short Movie

Short films are films whose story duration is less than 60 minutes (Mawaddah, 2014). Short films can be well received in terms of aesthetics and can convey messages well (Nurgiyantoro, 2010). Film as one of the mass media has a huge influence on the development of insight and the formation of public perceptions so that in turn it will be able to influence their behavior.

Salmawati (2018) states that short film media can be classified into audiovisual media in learning, the role of audio-visual media in writing poetry is very complex, apart from being a tool to attract students' attention in learning, audio-visual media can also overcome the passive attitude of students. The use of audio-visual media provides benefits for students in learning Indonesian, namely students are more interesting with the media displayed so that understanding of concepts becomes better (Afianti, 2014).

2.3. Learning

Learning is the process of interacting students with educators and learning resources in a certain environment (Suwandi, 2019). Learning is a combination that is composed of human elements, materials, facilities and infrastructure as well as the most influential processes in achieving learning objectives (Hamalik, 2015). Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in students can occur (Salmawati, 2018). Learning is a process of activities carried out by the teacher in conditioning students to learn (Kurniawan, 2014).

2.4. Write

Writing is an indirect communication process between the writer and the reader (Tarigan, 1986). According to Suyati (2019) writing is a communication activity in the form of delivering messages or information in writing to the other party using written language as equipment or medium (Dalman, 2015). The purpose of learning to write is that students are expected to be able to describe an idea and their ideas into writing, as a form of interpretation of ideas, life experiences, science, imagination and so on (Munirah, 2015). According to Setyowati (2019) the purpose of learning to write is so that students can express ideas, ideas, opinions and knowledge systematically and in writing and so that students have a penchant for writing (Magdalena, 2017).

2.5. Poetry

Poetry is one of the literary works, apart from prose and drama (Nurgiyantoro, 2010). As a literary work, poetry is used by someone to express their thoughts, ideas, and feelings in the form of beautiful words (Aulia & Gumilar, 2021). Poetry is a form of literary work that is much loved because it is presented with beautiful language and imaginative nature, even poetry is also considered a series of words that describe the feelings of the author (Suherli, 2017). Poetry is a form of literary work that is rich in meaning because the language style used in it is different from the language used daily, poetry uses beautiful word choices and connotative meanings and contains many interpretations (Yustinah, 2016).

3. RESEARCH METHODS

The type of research used in this study is quantitative research. Quantitative research method is one type of research whose specifications are systematic, planned and clearly structured from the beginning to the making of the research design. Quantitative research methods, as stated by Sugiyono (2019) Research methods based on the philosophy of positivism, are used to research on certain populations or samples, data

collection using research instruments, data analysis is quantitative / statistical, with the aim of testing predetermined hypotheses.

3.1. Research Design

This research is classified as experimental research. The experimental research method is the most productive research method. If the research is done well, it can answer the main hypothesis. According to Sugiyono (2022), the experimental method is a quantitative research method used to determine the effect of independent variables (treatment / treatment) on dependent variables (results) under controlled conditions. There are many types of research methods where the selection process is adjusted to the objectives to be achieved from the research itself, in this study researchers used a quasi-experimental design.

According to Sugiyono (2022), this form of experimental design is a development of true experimental design, which is difficult to implement. This design has a control group but cannot function fully to control outside variables that affect the implementation of the experiment. However, this design is better than pre-experimental design. Quasi-experimental design, used because in reality it is difficult to get a control group used for research. The design used is a nonquivalent control group test. This design is almost the same as the pretest-posttest control group design, only in this design the experimental group and control group are not randomly selected (Sugiyono, 2022).

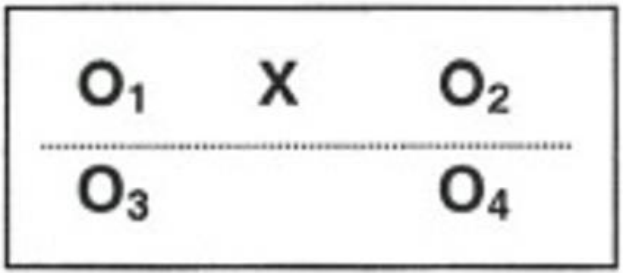

Figure 1. Quasi-Experimental Research Design

Description:
O1 : Pretest (before treatment) of experimental group
X : Giving treatment (treatment)
O2 : Final test or posttest (after being given treatment) of the experimental group
O3 : Pretest or initial test (before treatment) control group
O4 : Final test or posttest (after being treated) control group

In the research design of nonequivalent control group design, an initial test (pretest) is given to determine the initial state of the sample against the experimental class and control class. The pretest results are good if the experimental and control class scores are not significantly different or the selected samples must be equivalent, more details of the following systematic research using quasi experimental design with the form of nonequivalent control group design to determine the effect that occurs on treatment.

4. RESULTS AND DISCUSSION

4.1. Research Results

4.1.1. Test Results

a. Initial Test Results

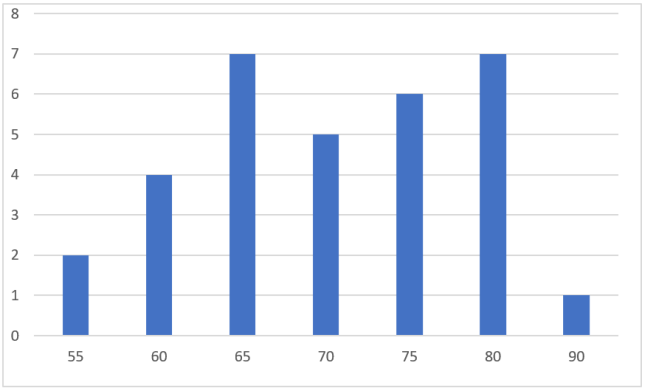

Figure 2. Initial Test in The Control Class

Based on the diagram above, from the initial test results in the control class with a sample size of 32 students, it can be seen that the initial test scores in the dick class in students who scored 55 were 2 people, students who scored 60 were 4 people, students who scored 65 were 7 people, students who scored 70 were 5 people, students who scored 75 were 6 people, students who scored 80 were 7 people and students who scored 90 were 1 person. the number of students who took the test was 32 students with an average score of 70.4.

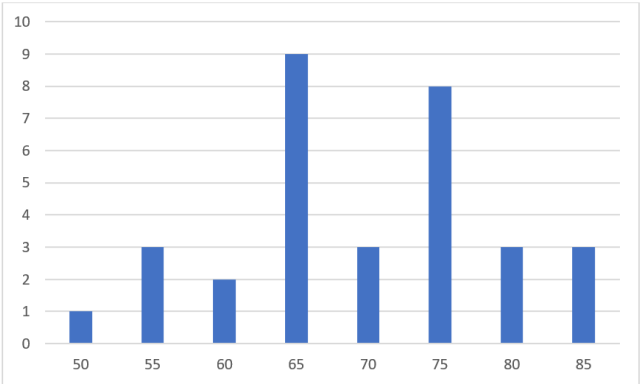

Figure 3. Initial Test in The Experimental Class

Based on the diagram above, from the results of the initial test in the experimental class with a sample size of 32 students, it can be seen that students who got a score of 50 were 1 person, students who got a score of 55 were 3 people, students who got a score of 60 were 2 people, students who got a score of 65 were 9 people, students who got a score of 70 were 3 people, students who got a score of 75 were 8 people, students who got a score of 80 were 3 people and students who got a score of 85 were 3 people. Learners who took the test were 32 participants with an average score of 69.5.

b. Final Test Results

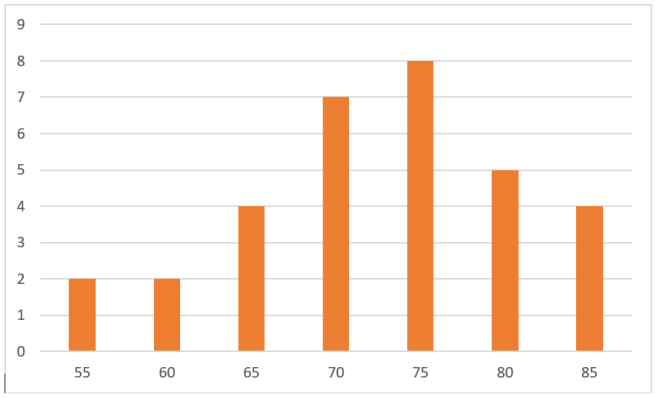

Figure 4. Final Test in The Control Class

Based on the diagram above, from the results of the final test in the control class with a sample size of 32 students, it can be seen that students who got a score of 55 were 2 people, students who got a score of 60 were 2 people, students who got a score of 65 were 4 people, students who got a score of 70 were 7 people, students who got a score of 75 were 8 people, students who got a score of 80 were 5 people and students who got a score of 85 were 4 people. Learners who took the final test in the control class were 32 students with an average score of 72.5.

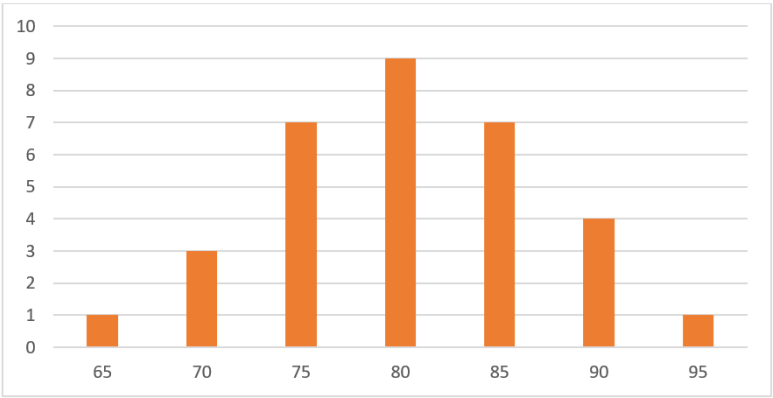

Figure 5. Final Test in The Experimental Class

Based on the diagram above, from the results of the final test in the experimental class with a sample size of 32 students, it can be seen that students who got a score of 65 were 1 person, students who got a score of 70 were 3 people, students who got a score of 75 were 7 people, students who got a score of 80 were 9 people, students who got a score of 85 were 7 people, students who got a score of 90 were 4 people and students who got a score of 95 were 1 person. Learners who took the final test in the experimental class were 32 students with an average score of 80.3.

After collecting the data needed for data analysis. In this study, researchers used a different test, namely the independent sample t-test. Before testing using the independent sample t-test, first conduct a prerequisite test, namely the normality and homogeneity test

on the results of the learning test for writing poetry using the Kinetic short film media in the experimental and control classes (Larasati & Indriyani, 2022).

4.1.2. Initial Normality

Table 1. Pre-test Normality

Class	Codes	Shapiro-Wilk		
		Statistic	Df	Sig.
Pretest	Control	.948	32	.128
	Experiment	.949	32	.138

Normality test Shapiro Wilk method (because the number of samples 32 less than 50) The significance value of the control class normality test is 0.128> 0.05 and the significant statistic of the experimental class normality test is 0.138> 0.05. This means that the data in this study are normally distributed.

4.1.3. Initial Homogeneity

Table 2. Pre-Test Homogeneity Test

Pretest	Based on Mean	Levene Statistic	df1	df2	Sig.
		.245	1	62	.622

The significance value of the Homogeneity test of the experimental and control pretest scores is 0.622> 0.05, the data in this study are homogeneously distributed.

4.1.4. Independent Sample Initial Test

Table 3. Pre-Test Independent T-Test

	t-test for Equality of Means									
				T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	.245	.622	.420	62	.676	.938	2.231	3.521	5.396
	Equal variances not assum			.420	61.595	.676	.938	2.231	3.522	5.397

Based on the table above, it can be described as follows. By taking the real level α = 5%, the initial test obtained a probability value of sig (2-tailed) = 0.676 because 0.676> 0.05, this shows that there is an insignificant difference in the average value between the initial test results of experimental class students and the control class. degree of freedom (df) = n1 + n2-2 = 32 + 32-2 = 62; probability value (sig.) of 0.05.

4.1.5. Final Hypothesis Testing

a. Final Normality

Table 4. Posttest Normality Test

Class	Codes	Shapiro-Wilk		
		Statistic	Df	Sig.
Pretest	Control	.943	32	.092
	Experiment	.958	32	.249

Normality test Shapiro Wilk method (because the number of samples 32 less than 50) The significance value of the normality test is 0.092> 0.05 in the control class and 0.249> 0.05 in the experimental class, meaning that the data in this study is normally distributed.

b. Final Homogeneity

Table 5. Posttest Homogeneity Test

Pretest	Based on Mean	Levene Statistic	df1	df2	Sig.
		1.375	1	62	.245

The significance value of the Homogeneity test of the experimental and control posttest scores is 0.245> 0.05, the data in this study are homogeneously distributed.

c. Final Independent Sample Test

Tabel 6. Independent T test Posttest

	t-test for Equality of Means									
				T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest	Equal variances assumed	1.375	.245	4.075	62	.000	7.812	1.917	11.645	3.980
	Equal variances not assumed			4.075	60.073	.000	7.812	1.917	11.648	3.977

From the results of the table above, it can be seen that hypothesis testing (Ha) is accepted. Hypothesis testing is done by comparing the results of t statistic with t table. From the Coefficients table above, the t statistic is obtained = 4.075. Meanwhile, for the t table with a significance level of 0.000, the t table value = 1.670 was obtained. The comparison between the two results: t statistic> t table (4.075> 1.670). So that this test shows that Ha is accepted and Ho is rejected. This means that there is a positive and significant relationship between the use of short film media Kinetik by Putri Tanjung in

learning to write poetry in class X SMK PUI Gegesik in the 2022/2023 academic year is declared effective.

During the learning process students look so active and enthusiastic in receiving learning, as well as after being given treatment, it can be seen when children are asked to watch a short film by Putri Tanjung entitled "Kinetik" children look more excited and enthusiastic. This is evidenced during the learning process in the experimental class, learners show activeness in participating in learning activities to write free poetry using the Kinetik short film media by Putri Tanjung and learners look easier in making poetry. Learners follow the learning stages well. Learners look happy, focused and serious during the learning process. Meanwhile, in the control class, students seemed less active in the learning process (Seta, 2016).

5. CONCLUSION

Based on the results of the analysis, it can be concluded that the effectiveness of learning to write poetry using the Kinetik short film media by Putri Tanjung in class X SMK PUI Gegesik in the 2022/2023 academic year is declared effective. This is evident from the increase in the writing ability of students in writing poetry using the short film media Kinetik by Putri Tanjung in class X Visual Communication Design 1 SMK PUI Gegesik before treatment had an average score of 69.53 and experienced an increase in the average score of 80.31 after treatment. The increase occurred in each aspect of the assessment, namely typography, theme, diction and mandate. This increase is the impact of the application of the Kinetik short film media by Putri Tanjung.

Learning to write poetry using short film media Kinetik by Putri Tanjung also has a significant difference. The results of statistical calculations using two independent samples t-test, obtained t statistic of 4.075 and a table of 1.670. So t statistic (4.075) > t table (1.670), indicating that H0 is rejected and Ha is accepted. This shows that there is a real difference between the value of writing poetry in the experimental class and the control class. The use of different learning methods will have different impacts. The more effective the method used, the better the results will be.

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